DOCUMENT RESUME

ED 276 308 FL 016 289

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TITLE A State of the Art Report: An Update on Second Language Pronunciation Learning and Teaching.
PUB DATE 86
NOTE 29p.
PUB TYPE Reference Materials - Bibliographies (131) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Classroom Techniques; Concept Formation; *Educational Research; *Educational Strategies; Generative Phonology; Interference (Language); *Language Research; Phonemics; Phonetics; *Pronunciation Instruction; Reading Skills; Second Language Instruction; Skill Development; Time Factors (Learning)

ABSTRACT

An annotated bibliography presents 53 citations of dissertations, articles, and other works focusing on practical rather than theoretical aspects of the teaching and learning of second language pronunciation. Listed according to author, the subjects of the citations include: the need to teach pronunciation, teaching techniques, the use of reading skills and spelling in pronunciation instruction, the place of pronunciation instruction in the language learning sequence, generative phonology and the use of a cognitive vs. behavioral approach to pronunciation, learning by the rules of pronunciation rather than by imitation, cultivation of decoding skills, and dealing with cognates. The selection of citations reflects the theory that teaching the language student to generalize practical rules of pronunciation will make input more comprehensible and improve his speaking ability. (MSE)

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A STATE OF THE ART REPORT: AN UPDATE ON SECOND LANGUAGE PRONUNCIATION LEARNING AND TEACHING

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In the July 1983 issue of Language Teaching, formerly Language Teaching and Linguistics: Abstracts, appeared a state of the art article entitled "Second-Language Pronunciation Learning and Teaching," by Jonathan Leather of the University of Amsterdam covering the years 1963-1983.(1) The article noted that "while the growth of research interest in this area promises to suggest clearer answers in time, ...there is currently little detailed discussion on how a program of training [in this area] might be worked out." The intent of the survey was to "raise the main questions which a rationale for L2 pronunciation teaching ought to address."

Surprisingly, although the article lists 193 citations, only two of these citations appears in another bibliography of over 60 citations on second language pronunciation learning and teaching compiled by the author of this paper. Most of Leather's citations are, to be sure,

European sources, since Language Teaching is published in England. And most are rather theoretical in nature, being aimed more at the course designer rather than the practicing teacher. The purpose of the present article is to provide a second point of view of the state of the art of L2 pronunciation teaching and learning, one that is intended more for practicing teachers. It consists of an annotated bibliography. If the work cited has been abstracted, mention of that fact is made. LLBA refers to Language and Language Behavior Abstacts and EJ refers to Current Journals in Education, published by Oryx Press. Both of these abstracting periodicals are generally available in most American university libraires. Numbers following the letter symbols are identification numbers. In addition, references to other authors treating the same subject are also mentioned in each citation.

The subjects treated by the research of this bibliography include but are not restricted to the following areas: (1) the actual need to teach pronunciation, which seems to have come into question in recent years. See Galazzi, Wipf. (2) pronunciation, where it is still being taught, is

being taught by audio-lingual techniques. See Dickerson. (3) Since students who study a foreign language already possess the ability to read, they should be allowed to use this ability in studying the L2. See Bowen, Estarellas, Lado, Lipton, Sisto. (4) Students who are allowed to look at the L2 early in their L2 classes learn faster than do those who are not. See Zidan, Hawkins, etc. (5) While generative phonology may not provide the answer to teaching pronunciation effectively, it is better to use a cognitive approach to the teaching of pronunciation, rather than a behavioristic one. See Dickerson, Schane. (6) English spelling is not as irregular as many have thought. See Cronnell, Dickerson Kreidler. This has implications for the teaching of French, which is also popularly considered to be highly irregular and unpredictable, but which in fact is not. (7) Research has shown that learning the rules of the pronunciation of a given language, in terms of its sound-spelling correlation, is far more effective than learning pronunciation by rote or imitation of the teacher. See Dickerson, Oswalt, Wardhaugh. (8) The ability of read and pronounce correctly, and therefore understand,

words to which no teacher has ever before introduced him, should be cultivated in the student. See Beatty. The essence of teaching an L2 should be to help the student become independent of the teacher. As long as he is dependant upon the teacher to provide a model for pronunciation, he cannot truly be considered to be independent. (9) Through a concentrated study of the principles of pronunciation of the L2, the student also acquires the ability to deal with cognate words much more effectively. See Pons-Ridler, Hammerly.

The intent of this paper is to call to the attention of the profession the fact that in the teaching of French and English in particular, comprehensible input depends a great deal upon the student's ability to generalize practical rules of pronunciation. Speaking ability depends to an even greater degree upon this skill. It seems absurd to believe that a student can speak if he is not confident about his ability to pronounce. Higgs and Clifford's Relative Contribution Model (2) shows that pronunciation is important for the Novice level speaker, and is therefore fully justified.

ANNOTATED BIBLIOGRAPHY ON THE TEACHING OF L2 PRONUNCIATION

Acton, William. "Changing Fossilized Pronunciation." TESOL Quarterly, 1984, 18, 1, March, 71-85. LLBA 8502394. EJ 296915. An approach for improving the pronunciation of students fluent in ESL but whose pronunciation is relatively inaccurate and fossilized. Contradicts the commonly held view that fossilization is irreversible.

Al-Sawaf, H. B. M. "A Defence of Phonetics and RP." English Language Teaching Journal, 33-4 (1979), 287- 289. LLBA 8205444. EJ 206593. Discusses the significance of teaching phonetics to ESL students from both a theoretical and a practical standpoint.

Baranyi, H.A. A Comparison of the Effects of Immediate Presentation with Delayed Presentation of the Written Form on Student Proficiency in Level I French Classes. Dissertation Abstracts. 1970, p. 6464-A. Claims that there are no appreciable benefits derived from presenting written forms for foreign languages to students from the beginning of the class. See Lipton (1969), Hawkins (1971) and Zidan (1983) for

contradictory evidence.

Beatty, Ross. "Notions from the Field of Reading as They Apply to TESOL." The Incorporated Linguist, 20-3 (1981), 107-11. LLBA 8305462. Explains how research on the teaching of reading in the student's native langauge can have positive effects on ESL students in a variety of domains, including learning grapheme-phoneme correspondances. See Bowen, De Oliveira, Lado, Lipton, Oswalt, Sisto.

Blake, Elizabeth Stanton. "A Self-Correcting Checklist for French Vowels." The French Review, 46-1(1972), 59-66. EJ 063713. LLBA 7300565. Teachers of elementary French tend to slight pronunciation work. But students should be taught from the beginning of the first year course what they need to know in order to correct themselves. The vowel checklist consists of six points. These clear criteria for evaluating their own diction are of lasting value to them in acquiring precision in all aspects of the L2.

Blake, Elizabeth Stanton. "Inter-language contrast in the teaching of French pronunciation." The French Review, 46-3(1973), 558-72. LLBA 7302010. EJ 071885. Both structural phonemics

(i.e., contrastive study) and generative phonology can offer useful insights into the teaching of French phonology at the introductory level, and both should be used judiciously. See Dickerson (1977), Schnitzer.

Bowen, J. Donald. "Visual versus Aural Dominance in Language Acquisition." Georgetown University Round Table on Languages and Linguistics, 1978. Georgetown U. Press, Washington, D.C. 20057, pp. 489-503. LLBA 7904894. Suggests that once students are introduced to reading and writing in schools, they shift from oral-aural dominance to visual dominance, which results in interference from the printed word in foreign langauge study. Study of sound-spelling correspondances is therefore recommended. More study of this problem is needed, particularly regarding French and English. See Beatty, De Oliveira, Lado, Lipton, Oswalt, Sisto.

Butzkamm, Wolfgang. "The Use of the Printed Word in Teaching Beginners." IRAL, International Review of Applied Linguistics. 23-4(1985), 315-22. EJ328231. Explains that the printed word should be introduced in second language teaching only

with great care in order to avoid interference between spelling and pronunciation. See Van Parreren for a similar point of view and Sisto for a less cautious view on introductory reading.

Catford, J.C. and Pisoni, David B. "Auditory vs. Articulatory Training in Exotic Sounds." The Modern Language Journal, 54(1970), 477-81. EJ 030166. LLBA 4(1970), 1710. Performance on production and discrimination tests indicated a striking superiority for subjects who receive systematic training in production of exotic sounds. Systematic development by small steps from known articulatory postures to new unknown ones is most effective. See Giauque.

Chastain, Kenneth. Developing Second Language Skills: Theory to Practice. 2nd edition. Rand McNally College Publishing Co., Chicago, 1976, pp. 86-87, 338-40. Describes, in sections dealing with the teaching of pronunciation, several studies conducted primarily in the 1960's in which pronunciation was taught by both audio-lingual and cognitive methods. In additional, suggestions on how to teach the pronunciatio of certain French, German and Spanish sounds not found in English are given.

Coe, Norman. "Is Bronunciadion imbord AND?" Audio-Visual Language Journal, 16-2(1978), 71-74. LLBA 8001725. EJ188832. Students and teachers accept more errors in spoken English than in written English, but English relies on suprasegmentals to express meanings while other languages do not. Good oral production should therefore be emphasized. Indirectly suggests tha supersegmentals and stress are more important in English than in other languages.

Cronnell, Bruce A. "Spelling-Sound Relations in ESL Instruction." Language Learning, 22-1 (1972), 17-27. LLBA 7300594. EJ 078379. English spelling and English pronunciation correspond more than has heretofore been thought, and teachers of ESL should take advantage of this fact. See Estarellas, Fichtner, Schane.

De Oliveira, Solange Ribeiro. "The Transition from an Aural/Oral Stage to the Teaching of Reading in a Foreign Language." English Language Teaching Journal, 32-3 (April 1978), 181-87. LLBA 810095. Techniques used for gaining reading skills in one's mother tongue can be adapted to the needs of students making the transition from the aural/oral stage to the

reading stage. See Beatty, Bowen, Lado, Lipton, Oswalt, Sisto.

Dickerson, Wayne B. "Generative Theory in TESL Practice." Modern Language Journal, 61(1977), 179-87. EJ 162538. LLBA 03264. Generative analysis of English phonology can fill an empty and little recognized gap in ESL pronunciation instruction. Traditionally, pronunciation classes have aimed to develop only artriculatory skills. It is claimed that learners also need to develop the skill to predict which sounds are required in which words. See Blake, Schnitzer. Contradicts Hammerly (1973).

Dickerson, Wayne B. "English Orthography: A Guide to Word Stress and Vowel Quality," IRAL, International Review of Applied Linguistics, 16-2 (1978), 127-147. EJ 185002. LLBA (1979) 05550. Pronunciation is still being taught by audio-lingual methods. But even nonnative speakers of English can use English orthography to learn to predict the sounds of words they have never before seen or heard, by using pedagogically-interpreted generative rules.

Dodson, C. J. "Introducing the Written Word." Handbook for Modern Language Teachers, Alan W.

Hornsby, ed., Methuen Educational Ltd., London, 1975, 284-88. Teachers should make the printed word available to students from the beginning of the course, but the spoken foreign language model remains the primary stimulus. Students may look at the printed word when listening but should look away from it when practicing pronunciation. See Butzkamm.

Estarellas, Juan. "Problems in Teaching Spanish and Writing by the Audio-Lingual Method: A Case Study." Hispania, 55-1(1972), 96-98. LLBA 7203698. Teaching sound-spelling correlations at the beginning of a foreign language course improves students' four skills faster than those taught by audio-lingual methods. See Cronnell, Fichtner, Schane.

Estarellas, Juan and R. F. Regan. "The Effects of Teaching Sounds and Letters Simultaneously at the Very Beginning of a Basic Foreign Language Course." Language Learning, 16-3&4 (1965-66), 163-82. LLBA 1-2 (1967), 258. Ten students from a level I Spanish class studied Spanish pronunciation and their written equivalents, while other students, (a control group) received no such training. Students of the

experimental group were then tested on all areas they had studied, and in comparison to the control group, were superior. They soon overtook the control group in rate of learning and in material mastered. At the same time, their pronunciation was better than that of the control group. See Lipton, Hawkins, Zidan.

Fichtner, Edward G. "The Pronunciation of English <NG>: A Case Study in Phoneme-Grapheme Relationships." TESOL Quarterly,10-2(1976), 193-202. LLBA 01092. EJ 143020. English spelling is not as irregular as has been claimed, and English spelling can be useful in allowing students to predict correct pronunciation. See Cronnell, Estarellas, Kreidler, Schane.

Galazzi-Matasci, Enrica and Elisabeth Pedoya. "Et la pédagogie de la pronounciation?" Le Français dans le monde, 23-180(1983), 39-44. LLBA 8405868. EJ 293365. As communicative skills have increased in importance pronunciation skills paradoxically have become less important. This trend should be reversed and remedial phonetics should be re-emphasized in order that communication not suffer. See Renard, Wipf.

Giauque, Gerald S. "A Forgotten Approach to

Foreign Language Acquisition: Phonics." National Clearing House for Bilingual Ed., Rosslyn Va. AN 015045, 1984. Originally published in Languages and Linguistics Symposium, Brigham Young University, Provo, Utah 84601, 1977, 21.1-21.6. Foreign language teachers can take advantage of the native language reading ability of their students by teaching phonics in the foreign language, using the native language equivalents, from the very beginning of the class. See Bowen, Catford, Hammerly (1982), Wipf.

Hall, Ross D. "FL Pronunciation on the Elementary Level: A Neglected Area of Early Expertise." Die Unterrichtspraxis, 11-1(1978), 62-66. EJ 186951. The early acquisition of accurate pronunciation is desirable from the very first week and helps the student realize that rapid progress in the foreign language is possible. See Dickerson.

Hammerly, Hector. "Teaching Pronunciation and Generative Phonology." Foreign Language Annals, 6(1973), 487-89. EJ 078369. LLBA 7304878. It has been claimed that generative phonology will effect major changes in the pronunciation sections of foreign language

textbooks. But since it is highly mentalistic, complex, antibehavioristic and abstract, generative phonology can be practically applied to teaching second language pronunciation in only a very limited way. See Dickerson (1977) for a contradictory view.

Hammerly, Hector. "Teaching Pronunciation" in Synthesis in Second Language Teaching: An Introduction to Languistics. Second Language Publications, Blaine, Washington, 1982, pp. 325-75. The generative approach to learning pronunciation is inadequate because it relates pronunciation to syntax and is graphemically based, and is therefore counterproductive. The author recommends a 15-20 hour mini-course on pronunciation before any introduction to grammar and vocabulary is begun. See Giauque.

Hawkins, Lee E. "Immediate Versus Delayed Presentation of Foreign Language Script," Modern Language Journal, 55-5 (1971), 280-90. EJ 036763. LLBA E04176. It appears, based on comparative tests of students who who have and have not been taught using simultaneous speaking-writing instruction, that for the study of French and German, an advantage to be gained by introducing

the written word immediately, rather than withholding it in beginning instruction. See Lipton, Zidan for additional evidence and Baranyi for contradictory evidence.

Heise, E.T. "Language Methodology:--an Order of Priorities." French Review, 41 (1968) 853-861. Notes, as have many others, that a basic article of faith of the audiolingual approach is that the student should not look at his book as he drills.

Hockett, Charles F. "Learning Pronunciation." The Modern Language Journal, 34-4(1950), 261-269. Good pronunciation is essential to learning an L2. It is not enough to attain some vague approximation to the pronunciation of the L2: it must be precise enough to permit comprehension, although it need not be an exact counterpart of the native speakers pronunciation.

Kreidler, Charles W. "Teaching English Spelling and Pronunciation." TESOL Quarterly, 6(1972), 3-12. LLBA 7203723. EJ 056277. English pronunciation has been rightly emphasized in recent years, but orthography has not. Yet the ESL student needs to deal with the spelling system early in order to avoid the impression that English orthography is totally haphazard. See

Cronnell, Dickerson, Fichtner, Schane.

Lado, Robert. "Evidence for an Expanded Role for Reading in Foreign Language Learning," Foreign Language Annals, 5-4 (1972),451-454. EJ 057812. LLBA 7205450. Evidence that students should be introduced to the written word at an early stage in foreign langauge study is increasing. Reading should be given an expanded role in beginning language teaching. See Beatty, Bowen, De Oliveira, Lipton, Oswalt, Sisto.

Leaver, Betty Lou. "Twenty Minutes to Mastery of the Cyrillic Alphabet." Foreign Language Annals, 17-3 (1984), 215-20. EJ 298284. LLBA 8500332. The Cyrillic alphabet can be acquired rapidly through application of mnemonic research, involving current theories of information processing.

Lipton, Gladys C. "To Read or Not to Read: An Experiment on the FLES Level." Foreign Language Annals, 3-2 (1969), 241-246. EJ 011097. LLBA (1971) E02657. An experimental group had reading activities as part of their daily classework from the second day of FLES instruction. The results showed the experimental group outperformed the control group in auditory

comprehension. See Beatty, Bowen, De Oliveira, Lado, Oswalt, Sisto, Zidan.

Muller, Daniel. "The Effect Upon Pronunciation and Intonation of Early Exposure to the Written Word." The Modern Language Journal, 49-7(1965), 411-13. Early exposure to the written word has an adverse effect upon students' pronunciation. See Baranyi for a complementing view. See Dickerson, Dodson, Estarellas, Hall, Kreidler, Lado, Lipton, Oswalt, Schane, Schnitzer, Wardhaugh, Wipf, Zidan for contradictory views.

Muller, Daniel Henry. A Study of the Effects on Pronunciation and Intonation of Accompanying Audio-lingual Drill with Exposure to the Written Word. Diss. Abs. 1964, vol. 24, no. 5414.

Neufeld, Gerald G. "On the Adult's Ability to Acquire Phonology." TESOL Quarterly, 14-3 (1980), 285-98. LLBA 8105094. EJ 232343. Native English-speaking students of French at both advanced and intermediate levels were able to perceive French sounds better than they were able to produce them, suggesting need for research in the psychomotor domain rather than the psycholinguistic to explain this duality in linguistic compentence.

Olsen, Carroll L. "A Course in Corrective Phonetics." The French Review, 46-3(1973), 573-83. LLBA 7302011. EJ 071886. There is a hierarchy of learning difficulty in the corrective process. The most difficult sounds to be corrected should be presented first so that students have a maximum of time to assimilate the correct forms.

Oswalt, Robert L. "English Orthography as a Morphophonemic System: Stressed Vowels." Linguistics, 102(1973),5-40. EJ 078289. LLBA 7305409. Demonstrates that English orthography is regular and that the phonemic value of a letter or grapheme is predictable in terms of the surrounding graphemes. See Beatty, Bowen, De Oliveira, Lado, Lipton, Sisto.

Parish, Charles. "A Practical Philosophy of Pronunciation." TESOL Quarterly, 11-3(1977), 311-17. EJ 166154. Six methodological principles are discussed which may lead to a more productive perspective of the teaching and correcting of pronunciation in the ESOL classroom.

Pons-Ridler, Suzanne. "Oral Comprehension: A New Approach." British Journal of Language Teaching, 22-2 (1984), 87-102. Pronunciation should be stressed in French classes in order to demonstrate

the phonetic link between French and English cognates. It is best to begin with words that have the same spelling. This technique allows students to recognize many words orally at a very early stage with a minimum of effort. See Giauque.

Pimsleur, P., L. Mace, E. Keislar. Preliminary Discrimination Training in the Teaching of French Pronunciation, Research Performed Under Contract with the U.S. Office of Education, Department of Health, Education, and Welfare, N.D.A., Title VI, DHEW: SEA 8950. (Los Angeles, California: University of California, November 1961). See especially pp. 16 and 26. A battery of tests waa administered to determine if American students who had studied French could discriminate between "bad" and "good" pronunication of certain French sounds. Results were mixed: in some of tests they were able to make such distinctions very easily, but in others not.

Prator, Clifford H. "Phonetics vs. Phonemics in the ELS Classroom: When is Allophonic Accuracy Important?" TESOL Quarterly 5(1971), 61-72. LLBA 1751-2. EJ 041075. ESOL

teachers should devote more attention helping students learn spelling-sound relationships and roots and derivations. See Bowen, Cronnell, De Oliveira, Lado, Lipton, Oswalt, Schane.

Renard, Raymond. "Sur la Progression en phonetique." Etudes de Linguistique Appliquée, 16(1974), 60-67. LLBA 7602543. Second language didacticians have not given enough attention to phonetic progression, i.e., greater priority. Research in corrective phonetics is needed. See Galazzi-Matasci, Wipf.

Ritchie, William C. "On the Explanation of Phonic Interference." Language Learning, 18 (1968), 183-197. LLBA 2-4(1968),1350. What information is of fundamental importance in phonological tasks in a foreign language course? Conventional phonemes and contrastive analysis are found deficient as bases, and generative phonology is shown to be superior. Suggestions on incorporating information from generative phonology to eliminate interference are called for. This article is quite theoretical. See Bowen.

Rivers, Wilga. The Psychologist and the Foreign Language Teacher. The University of

Chicago Press, 1964. In sections dealing with pronunciation, Rivers strongly favors showing students the written form of the target language and teaching them to overcome interference through intensive training in sound-spelling correlations in the target language. The strongest argument favoring visual support for the aural presentation of the L2 comes from studies in the organization of perception. See Bowen, Beatty, De Oliveira, Lado, Lipton, Oswalt, Sisto.

Schane, Sanford. "Linguistics, Spelling and Pronunciation." TESOL Quarterly, 4(1970), 137-141. LLBA 1971, E00424 EJ 027117. English spelling is more regular than has heretofore been thought, and this suggests that a new approach for the teaching of English pronunciation to non-native speakers of English should be seriously considered. See Cronnell, Estarellas (1972), Fichtner.

Schnitzer, Marc L. "Applied generative phonology: A methodology for teaching pronunciation." IRAL, International Review of Applied Linguistics in Language Teaching, 12-4(1974), 289-305. LLBA 7503455. EJ 116038. An exercise developed to help an aphasic patient to relearn rules governing phonological changes in

English was later used in a pilot study to teach English pronunciation to French speakers by rule rather than by rote. Results were positive. See Blake, Dickerson.

Sisto, D. T. "A Look at the Sequence of Skills in Langauge Learning," Modern Language Journal, 43-7 (1959), 324-27. Reading, in beginning foreign language classes, should be understood to mean looking at printed materials, rather than searching for meaning in stories, anecdotes, travelogues, etc. The printed word should be introduced early in the course. See Beatty, Bowen, De Oliveira, Lado, Lipton, Oswalt.

Stevick, Earl W. "Toward a Practical Philosophy of Pronunciation: Another View." TESOL Quarterly, 12-2 (1978), 145-50. EJ 181732. LLBA 8101890. The teaching of pronunciation has important affective aspects which the language teacher should keep in mind during the pronunciation lesson. See Parish.

Stockwell, R.P. and J. D. Bowen. Spanish Phonological Patterns, Publications of the Language Institute, Language Teaching Series: Volume I (Hartford, Connecticut: The University of Hartford, 1963). See also Timothy F. Regan, Jr.,

French Phonological Patterns, Publications of the Language Institute, Language Teaching Series: Volume II (Hartford, Connecticut: The University of Hartford, 1963).

Valdman, Albert. "On the Primacy of Writing in French: The Primacy of Speech." Modern Language Journal, 50-6 (1966), 468-474. LLBA (1967), p. 1. We need to investigate the multi-faceted and complex aspects of the relationship between the linguistic sign, sound, nd letter in order to better teach reading and writing, and produce students who are proficient in oral skills.

Van Parreren, Carel F. "The Spoken Word and the Printed Word for Teaching Beginners," Language-Teaching Abstracts, 3-2 (1970), 101-02. Although the spoken language is now of prime importance in teaching foreign languages, the length of time during which students should only hear and speak the foreign language without seeing written representations of it is a subject of debate. The author recommends introducing the printed word fairly early, but is cautious about the results he expects to obtain. See Butzkamm.

Walz, Joel. "Is Oral Proficiency Possible with Today's Textbooks?" Modern Language Journal, 70-1(1985), 13-20. Regarding pronunciation, the author notes that most contemporary first year textbooks of French are too theoretical. Most teach pronunciation in such a way that students and many pedagogues will believe that pronunciation and speaking are separate skills and that phonology and morphology are mutually exclusive. A call is made to rethink the entire philosophy behind textbooks in order to meet the goal of developing oral proficiency.

Wardhaugh, Ronald. "An Evaluative Comparison of Present Methods for Teaching English Phonology. TESOL Quarterly, 4-1(1970), 63-72. EJ 023149 LLBA 4-3&4(1970), 1688. Also published as "Teaching Phonology" in Topics in Applied Linguistics, Newbury House Publishers, Inc., 1974. Rowley, MA, pp. 161-71. Urges that the teaching of English phonology should go beyond the mere mastery of sounds. Additional phonological facts of the type presented in Chomsky and Halle's The Sound Pattern of English need to be mastered too. In such an approach, more attention would be paid to written English, particularly when teaching students who

are adult, educated and literate in their own language. See Giauque.

Wipf, Joseph A. "Toward Improving Second-Language Pronunciation." Die Unterrichtspraxis. 18-1(1985), 55-63. EJ 318526. LLBA 8506476. Pronunciation is not being taught in very many foreign language classes in the U.S., but a systematic comparison of the native language and target language sounds should be made early in the course. Mastery of sound-symbol correlation highly recommended.

Zidan, A. T. The Effects of Immediate Presentation versus Delayed Presentation of the Written Form in the Teaching of English as a Foreign Language to Beginning Students in Egypt. Dissertation Abstracts International. 43-9, (1983), 2913-A-2914-A. The results indicated that on all measures the immediate presentation treatment produced significantly better results than the delayed presentation treatment. See Baranyi for contradictory view, and Hawkins, Lipton for corroborating views.

Footnotes

1 Leather, Jonathan. "Second-Language Pronunciation Learning and Teaching." Language

Teaching, 16-3 (1983), 198-219.

2 Higgs, Theodore and Clifford, Ray. Teaching for Proficiency, the Organizing Principle. National Textbook Co., Lincolnwood, Illinois, 1984. Higgs and Clifford have published three different versions of the Relative Contribution Model. In the first, published in "The Push Toward Communication," p.69, Curriculum, Competence and the Foreign Language Teacher, National Textbook Co., 1982, the highest relative contribution that pronunciation makes to communication below the 5 level on the OPI scale is 18%, and that occurs at the 1 level. In the 1984 publication cited above, pronunciation is shown as making a relative contribution of nearly 27%, and that occurrs at the 0+ level. In both models, the relative contribution of pronunciation drops to nearly 6 or 7% between the 2+ and 3 levels. But in the Actual Relative Contribution Model, also published in "The Push Toward Proficiency," 50 foreign language teachers representing seventeen languages taught at the CIA Language School were asked to judge the relative importance of each of the model's components for each proficiency level. They concluded that the

relative contribution of pronunciation to the model rises continually to 25%, then drops to 14%, rather than only to 7%. The profession's perception of the importance of pronunciation is evidently becoming increasingly positive.